Students’ Perceived Agricultural Entrepreneurship (Agripreneurship) Competence after a Project-based Learning Experience and their Intent to Become Agripreneurs

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Introduction

- Globally, youth unemployment (15 to 24 years) is about 43% (International Labor Organization [ILO], 2015).

- Even though more African youth are graduating high school and college, a majority cannot find employment or remain underemployed (Gough, Langevang, & Owusu, 2013).

Figure 1. Africa is experiencing rapid growth in educated young people (20 to 24 year-old cohorts by education, 2000-2030) [Africa Economic Outlook, 2012, p. 24].
Introduction

- However, these challenges can be overcome through skills development in agricultural entrepreneurship, i.e., agripreneurship (ILO, 2014).

- It is “the application of entrepreneurial principles to identify, develop, and manage viable agricultural enterprises/projects optimally and sustainably for profit and [or] improved livelihoods” (Mukembo & Edwards, 2015, p. 5).

A group of youth in Uganda hold a demonstration about the high unemployment and poverty levels. Source: Chimp reports.
Purpose & Objectives of the Study

- To compare students’ perceived agripreneurship competence and intentions to become agripreneurs before and after participating in a training in the context of poultry keeping using a project-based learning approach.

- Describe students’ perceived agripreneurship competencies before and after the training experience;

- Describe students’ intentions to become agripreneurs in the future before and after the training experience.
This study was grounded on the theory of planned behavior (Ajzen, 1991, 2002).

Students received training about agripreneurship in the context of poultry keeping.

Training was conducted by teachers of entrepreneurship, agriculture, extension workers and students interacted with entrepreneurial farmers keeping poultry in the community.

Students implemented a supervised agripreneurship project related to poultry for 8 weeks.
Ranking of Participants’ Agripreneurship Competencies Based on Mean Differences (MD) Pre- and Posttest

1. Endurance and risk taking propensity ($MD = 1.17$)
2. Being visionary and futuristic oriented ($MD = 0.98$)
3. Marketing and communication ($MD = 0.97$)
4. Leadership and management of agricultural ventures ($MD = 0.94$)
5. Innovativeness and opportunity recognition ($MD = 0.91$)
6. A need for autonomy and control of agricultural ventures ($MD = 0.83$)
Likelihood of becoming Agripreneurs after Training

<table>
<thead>
<tr>
<th></th>
<th>Students’ likelihood to become Agripreneurs after School - Pretest</th>
<th>Students’ likelihood to become Agripreneurs after School - Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f$</td>
<td>$%$</td>
</tr>
<tr>
<td>Not likely at all</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>Unlikely</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Not sure/Undecided</td>
<td>33</td>
<td>23.6</td>
</tr>
<tr>
<td>Likely</td>
<td>51</td>
<td>36.4</td>
</tr>
<tr>
<td>Highly likely</td>
<td>40</td>
<td>28.6</td>
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<tr>
<td>No response</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

Highly likely and likely increased from 65% to 82.9% after training; uncertain or undecided declined by almost one-half from 23.6 to 12.9%
Conclusions/Recommendations

- Provision of hand-on, minds-on learning experiences in real world environments improved students perceived agripreneurship competencies (Alonge, 2015).

- Further, agripreneurship trainings are likely to have increased the likelihood of students' interest in pursuing of agripreneurship ventures after school.

- Exposure of students to agripreneurship opportunities and role models is likely to foment their interest in and pursuit of such later in life (Bell & Bell, 2016; Hynes & Richardson, 2007; Peterman & Kennedy, 2003).

Students from one of the participating schools vaccinating their broiler chicks
Questions & Comments

Thank you!

with Agripreneurship . . .